

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: JFMG 485 ES FOR E-COMMERCE

Instructor of Record: JAMES A ROCCA phone: 7-5944 e-mail: JROCCER@IUP.EDU

Step One: Attach signed Budget Approval Form to this form.

Step Two: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will a qualified instructor teach the course? Yes No
2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
3. Are there suitable opportunities for interaction between the instructor and student? Yes No
4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? Yes No
5. Recommendation:
 - Positive (The objectives of the course can be met via distance education.)
 - Negative

Rebecca B. Zurky 12/3/01
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

- Positive recommendation
- Negative recommendation

Gail S. Sechrist 12/13/01
signature of committee chair date

Forward this form to the Provost within 24 calendar days after receipt by committee.

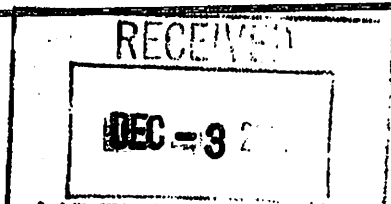
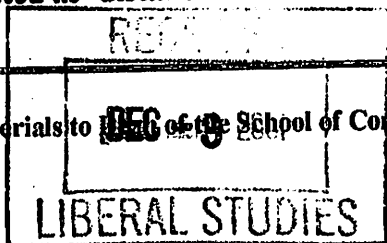
Step Four: Provost

- Approved as distance education course
- Rejected as distance education course

Mark Day 12/13/01
signature of Provost date

Step Five:

Forward materials to DEC of the School of Continuing Education.



01-37b

(2)

Budget Approval Form

(Each semester a distance education course is offered, prior budget approval of the sponsoring dean is required.)

Distance Education Course

Course and Section: IFMG 485 001 for Semester: Spring Year: 2002

Instructor of Record: Dr. James Rodger phone: 357-5944 e-mail: jrodger@iup.edu

Initial scheduling as a distance education course

Check all that apply:

Base compensation: on-load overload Article 27

Other required payments: preparation compensation remote site fee(s)
 remote site student fee(s) travel reimbursement and Article 40 stipend

Other costs: video transmission marketing

OR

Subsequent scheduling as a distance education course

Check all that apply:

Base compensation: on-load overload Article 27

Other required payments: course revision compensation (three years after course initially taught)

remote site fee(s) remote site student fee(s)

travel reimbursement and Article 40 stipend

Budget Approval

Funds are available in my college to subsidize the above costs for this course.

Enrollment of is required to cover the costs of this course.

Other _____

Dean: R. Coz 10/17/01 Faculty member: x James A. Rodger 10-22-01
signature (budget approval) date signature date

For the initial scheduling, attach this signed form to the Review/Approval Form.

who will advise the Registrar to add the course to the schedule.

1. Will a qualified instructor teach the course?

Yes. Dr. James Rodger has experience with WebCT along with his expertise in the area of e-commerce, programming and networking. The instructor has 10+ years of teaching experience and 100+ publications/conference presentations in the area of MIS. In addition, this instructor provides corporate training in the area of computers to enhance e-commerce, distance learning and corporate productivity.

2. Will the technology serve as a suitable substitute for the traditional classroom?

Yes. Along with using a textbook, the instructor will provide extensive material through WebCT to facilitate student learning. In addition, students will use course specific software (shrink-wrapped with the text) to enhance their learning experience.

3. Are there suitable opportunities for interaction between the instructor and students?

Yes. Live chat room as well as threaded discussion will be utilized to stimulate discussion between the instructor and students. In addition, e-mail will be used for individual consultations.

4 (a). Will there be suitable methods used to evaluate student achievements?

Yes. In addition to the use of online quizzes and tests, student learning will be evaluated on their participation in discussions (threaded discussions, on-line chat, etc.); students will be required to submit several assignments as well.

4 (b). Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?

WebCT is a secure, password-protected environment. Additionally, the course requires so many different kinds of activities toward the final course grade that it will be quite difficult for students to engage in academic dishonesty.

INDIANA UNIVERSITY OF PENNSYLVANIA

IUP

**MANAGEMENT INFORMATION SYSTEMS AND
DECISION SCIENCES DEPARTMENT**

**IFMG 485 Seminar: IS for Electronic
Commerce**

Spring Semester 2002

Instructor: Dr. James A. Rodger

Office: ECB 207M

Phone: (724) 357-5944

Fax: (724) 357-4785

Office Hours: 11:15-1:15 TWR

Home Phone: (814) 798-2177

Pre-Requisites: IFMG 300, senior standing. Beginning with the Summer 2000 term, there will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business and Information Technology.

Required Text: Electronic Commerce (Schneider and Perry, 2000) **Course Technology & Internet and WWW: How to Program**, (Deitel, Deitel, and Nieto, 2002) Prentice Hall

Catalog Description

The student is taught fundamental and advanced concepts of e-commerce. In addition, the student is taught procedures for understanding Web technologies and strategies for web site development, including architecture, web life cycle, tools and technologies, and security planning. The course will provide the foundation required to build information systems for electronic commerce.

Course Objectives

There are several course objectives. These objectives include an introduction to the knowledge and skills required for students to perform competently in the role of system manager supporting electronic commerce. Students will investigate intranet and extranet management tasks performed routinely as system analysts.

Course Methodology

This course will be taught from a distance education perspective, utilizing WebCT. At the beginning of the course, some time (1 week) will be devoted to orientation to the Web CT technology, including making sure that students have the right software and hardware. The content module will be IFMG485 Electronic commerce. Lectures and hands-on microcomputer lab assignments are utilized to develop student skills in understanding computer operations and applications. Students can expect readings from articles, books on computer technology and websites.

Organization and Format

The organization of this course is a combination of several approaches. There will be four tests. You will be asked to perform a series of research reports. You may be asked to make an individual presentation of your findings to the entire class. The course is structured around the basic building blocks of systems architecture and computer technology, which is no coincidence, because the final project will be the development and presentation of an integrated, professional-quality 20 page document on the systems architecture subject of your choice. The topic of your paper must be substantiated by the instructor and will be performed as a group project.

GRADING POLICY

Your grade will be based upon three of the same criteria that will be used to measure your performance in “the real world”: analytical skill, teamwork, and the ability to effectively communicate your ideas. Analytical and communication skills will be evaluated by your performance in analyzing and presenting a case study and a Front Page project. You will be asked to analyze a case study of a systems architecture topic, and present this case to the class. All final projects will cover “real world” individual and organizational issues, and feature applications of system architecture. In most cases, however, extra research will be required at the IUP library, computer lab, or on the Internet. Grading works as follows:

- 1) You will be graded on 1 Front Page project, to be validated by the instructor.
- 2) The final project will account for 150 possible points, evaluated by the instructor.

Individual work will be evaluated by four tests, each worth 75 points. Make up exams may be given at the discretion of the instructor. Missed exams may be essay in nature, and will be given as a cumulative test during finals week. The nature of the tests will be both objective and subjective in nature. Questions will include multiple choice, true/false, and essay. Further, we may review the discussion questions at the end of each chapter. You may randomly be asked to answer one or more of these questions. In addition, you are responsible for adding value to the class.

Team work will be evaluated by your performance in working to investigate the development of a Front Page Web site. Students will also be individually responsible for: 1) a case study and 2) development and presentation of a final project. The project will address a “real world” organizational issue. The hand-in for the integrated final project will be strictly limited to 20 pages and account for 150 possible points. Your Power Point presentation will be required in order to satisfy the requirements of the final project. In order to maintain these points, you will be randomly asked to explain your current progress on the final project. Here’s how the system works:

<u>Evaluated Projects</u>	<u>Source of Evaluation</u>	<u>Possible Grade Points</u>	
1) <i>Final Project</i> - Hand-in	Instructor/Individual	20 page Paper/PowerPoint	150
2) Twelve exercises	Instructor/Individual	12@10 points each	120
3) Four Tests	Instructor/Individual	4@ 75 points each	300
4) Case Study	Instructor/Individual		
5) Front Page Project	Instructor/Individual	100	
		230	
Total			900 points

Grade Conversion Scale

To determine your final letter grade for the course, simply add up the points you earn from the above projects and compare them with the grade conversion scale below:

A	90-100	B	80-89	C	70-79	D	60-69	F	0-59
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Extra Credit

Extra credit in this course is at the discretion of the instructor. At no time, however, will extra credit work exceed more than 5% of your total course grade. Further, the maximum grade achievable with extra credit is a B.

Study Assistance

During the course of this semester, if you feel you are falling behind your classmates, please don't panic. Let me know your concerns; perhaps we can work together to help you make it through the semester.

SOME SPECIFIC RESULTS

- * BUILD A WEB PAGE
- * CONDUCT SYSTEM ANALYSIS AND DESIGN
- * DISTINGUISH BETWEEN VARIOUS PROGRAMMING LANGUAGES UTILIZED IN E-COMMERCE
- * DESCRIBE CONNECTIVITY
- * EXPLAIN THE CHARACTERISTICS OF DYNAMIC HTML AND SCRIPTLETS
- * DESCRIBE THE ADVANTAGES AND ECONOMICS OF THE INTERNET
- * IDENTIFY THE DIFFERENCE BETWEEN PROGRAMMING LANGUAGES
- * DISCUSS WEB APPLICATIONS SUCH AS ACTIVE SERVER PAGES
- * DIAGRAM WEB PAGE ARCHITECTURES
- * DIFFERENTIATE BETWEEN INTRANETS AND EXTRANETS
- * DISCUSS THE INTERNET
- * DEFINE SECURITY ACCESS AT THE FILE, DIRECTORY, AND SERVER LEVEL
- * DISCUSS PROVIDER USER AUTHENTICATION
- * DESCRIBE TYPES OF DATABASE FUNCTIONALITY
- * EXPLAIN DATA STORAGE TECHNOLOGY IN REFERENCE TO THE WEB
- * ANALYZE STORAGE ALTERNATIVES AND THE RETRIEVAL AND UPDATING OF INFORMATION ON THE WEB
- * DISCUSS WEB INTEGRATION AND PERFORMANCE
- * DESCRIBE SECURITY ON THE WEB DATABASE
- * DISCUSS THE WORLD WIDE WEB AND THE INTERNET
- * DISCUSS NETWORKS AND DISTRIBUTED SYSTEMS
- * EXPLAIN THE USES WEB SITE COMPONENTS THAT PARTICIPATE IN ELECTRONIC BUSINESS TRANSACTIONS
- * EXPLORE THE WEB
- * COMPARE AND CONTRAST HTML AND JAVA

INSTRUCTOR'S EXPECTATIONS

Assignments

No late hand-ins of case analyses will be accepted: if you know you will be absent when an analysis is due, you must warn me before the *class time of the due date, as assigned in class (you are responsible for making sure there are no changes to the due date).*

Honesty Policy

Since this course will simulate "real world" analytical processes, professional plagiarism standards will be enforced. Therefore, if any dishonest practices are discovered, the result will be instant failure for the entire course. This includes new high-tech methods of cheating, such as copying a fellow student's computer file, making cosmetic changes, and then turning it in as your own work. The instructor also reserves the right to require a spontaneous presentation of the facts contained in any written assignment or of the answers provided on any test.

STUDENT'S EXPECTATIONS

Above all else, you should expect that, when you complete this course, you will know how to develop a professional caliber, text/graphic integrated report. Specific learning expectations in this regard should include:

- How an integrated report is structured
- Specific ways to perform the software operations for developing the report
- The differences between the different hardware and software components.
- How to make a professional presentation using Power Point graphics.

You should also expect to learn the discipline of performing a systems architecture project analysis.

COURSE OUTLINE

<u>Topic</u>	<u>Session</u>	<u>Day</u>	<u>Date</u>	<u>Assignments Due</u>
Overview	1	R	1/17	<i>Introduction</i>
Introduction	2	T	1/22	Chapter 1
Case Instructions	3		1/22	
Infrastructure	4	R	1/24	Chapter 2
Research Methods	5		1/24	Exercise 1
Web-Based Tools	6	T	1/29	Chapter 3
Case 1	7		1/29	
Review	8	R	1/31	Exercise 2
E-Commerce Software	9		1/31	Chapter 4
Case 2	10	T	2/5	
Test #1	11		2/5	Chapters 1-3
Security Threats	12	R	2/7	Chapter 5
Case 3	13		2/7	
Review	14	T	2/12	Exercise 3
Implementing Security	15		2/12	Chapter 6
Case 4	16	R	2/14	
	17		2/14	Exercise 4
Electronic Payment Systems	18	T	2/19	Chapter 7
Case 5	19		2/19	
Test #2	20	R	2/21	Chapters 4-7
	21		2/21	Exercise 5
	22	T	2/26	Exercise 6
	23		2/26	Exercise 7
Strategies for Marketing	24	R	2/28	Chapter 8
Case 6	25		2/28	
Team Solidification	26	T	3/12	Exercise 8
Strategies for Purchasing	27		3/12	Chapter 9
Case 7	28	R	3/14	
Review	29		3/14	Exercise 9
Strategies for Web auctions	30	T	3/19	Chapter 10
Case 8	31		3/19	
Test # 3	32	R	3/21	Chapters 8-10
E-Commerce Environment	33		3/21	Chapter 11
Case 9	34	T	3/26	
	35		3/26	Exercise 10
Business Plans for E-Commerce	36	R	3/28	Chapter 12
Case 10	37	T	4/2	
	38	R	4/4	Exercise 11-12
Front Page Project	39	T	4/9	
Front Page Project	40	R	4/11	
Front Page Project	41	T	4/16	
Front Page Project	42	R	4/18	
Front Page Project	43	T	4/23	
Front Page Project	44	R	4/25	
Test # 4	45	T	4/30	Chapters 11-12
Final Project Presentation	45	TBA (5/2-5/10)		<i>Hand-in/Power Point Presentation</i>

EXERCISES

20.9 Create an XML document that marks up the nutrition facts for a package of Grandma Deitel's Cookies. A package of Grandma Deitel's Cookies has a serving size of 1 package and the following nutritional value per serving: 260 calories, 100 fat calories, 11 grams of fat, 2 grams of saturated fat, 5 milligrams of cholesterol, 210 milligrams of sodium, 36 grams of total carbohydrates, 2 grams of fiber, 15 grams of sugar and 5 grams of protein. Load the XML document in Internet Explorer 5.5. [Hint: Your markup should contain elements that describe the product name, serving size/amount, calories, sodium, cholesterol, protein, etc. Mark up each nutrition fact/ingredient listed above.]

20.10 Write an XSL stylesheet for your solution to Exercise 20.9 that displays the nutritional facts in an XHTML table.

20.11 Write a DTD for Fig 20.1.

20.12 Using Amaya and MathML, generate the following mathematical expressions:

a) $\int_{\frac{1}{2}}^0 5y \delta x$

b) $y = 2x - b^3 - 6cy^{kx} + 9$

c) $x = \sqrt{(2y^3)} - 8y + \frac{\sqrt{y}}{3}$

20.13 Write an XML document that marks up the following information in Fig. 20.29.

20.14 Write a DTD for the XML document in Exercise 20.13.

20.15 Modify your solution to Exercise 20.13 to qualify each person with a namespace prefix corresponding to their job. Your solution should not have the job as either an element or attribute.

20.16 Write an XSLT document that transforms the XML document of Exercise 20.13 into an XHTML sorted list.

20.17 Modify Fig. 20.26 (`sorting.xsl`) to sort by page number, rather than by chapter number.

20.18 Write the DTD for Fig. 20.28.

Chapter 1

1 Introduction to Electronic Commerce

Objectives

- 1. Differences between e-commerce and traditional commerce
- 2. Advantages and disadvantages of using e-commerce to conduct business
- 3. International nature of e-commerce
- 4. Fostering of e-commerce through economic forces
- 5. Utilizing value chains

What is Electronic Commerce?

- Also known as “e-commerce”
- More than on-line shopping
- Encompasses other business activities
- Used interchangeably with “Electronic Business”

EFT and EDI

1

📡 Electronic Funds Transfers (EFT)

- ✦ Used by the banking industry to exchange account information over secured networks

📡 Electronic Data Interchange (EDI)

- ✦ Used by businesses to transmit data from one business to another

Traditional Commerce

- ④ The exchange of valuable objects or services between at least two parties
- ④ Includes all activities that each party undertakes to complete the transaction
- ④ Barter system eventually gave way to the use of currency

The Buyer

Figure 1-1

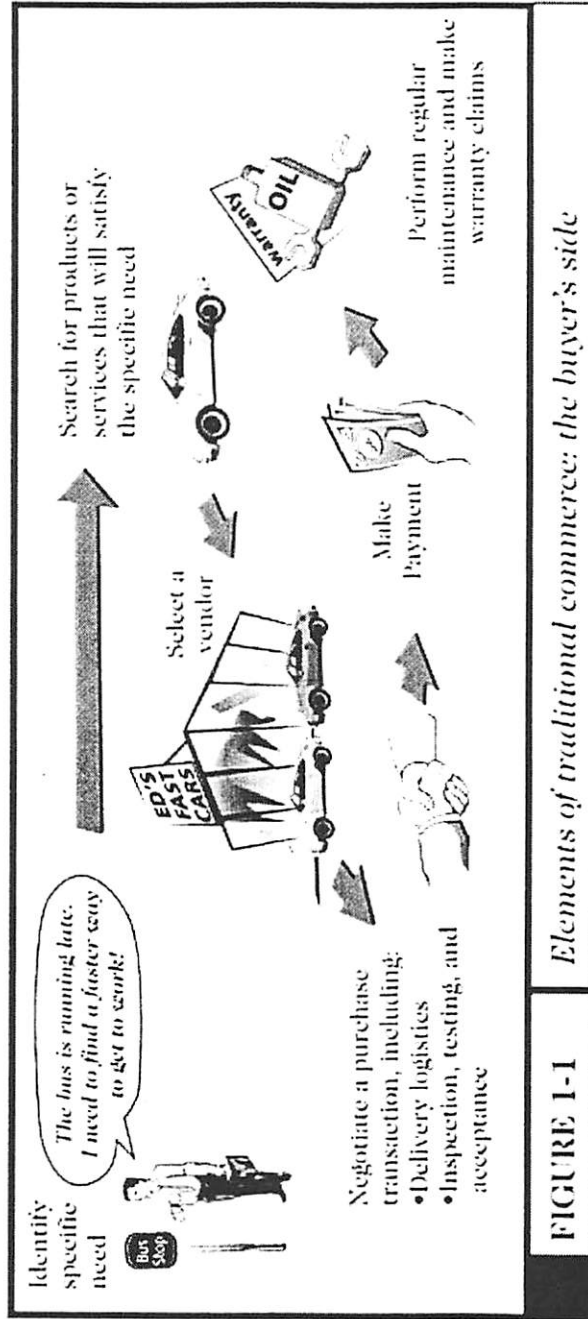


FIGURE 1-1

Elements of traditional commerce: the buyer's side

The Seller

Figure 1-2

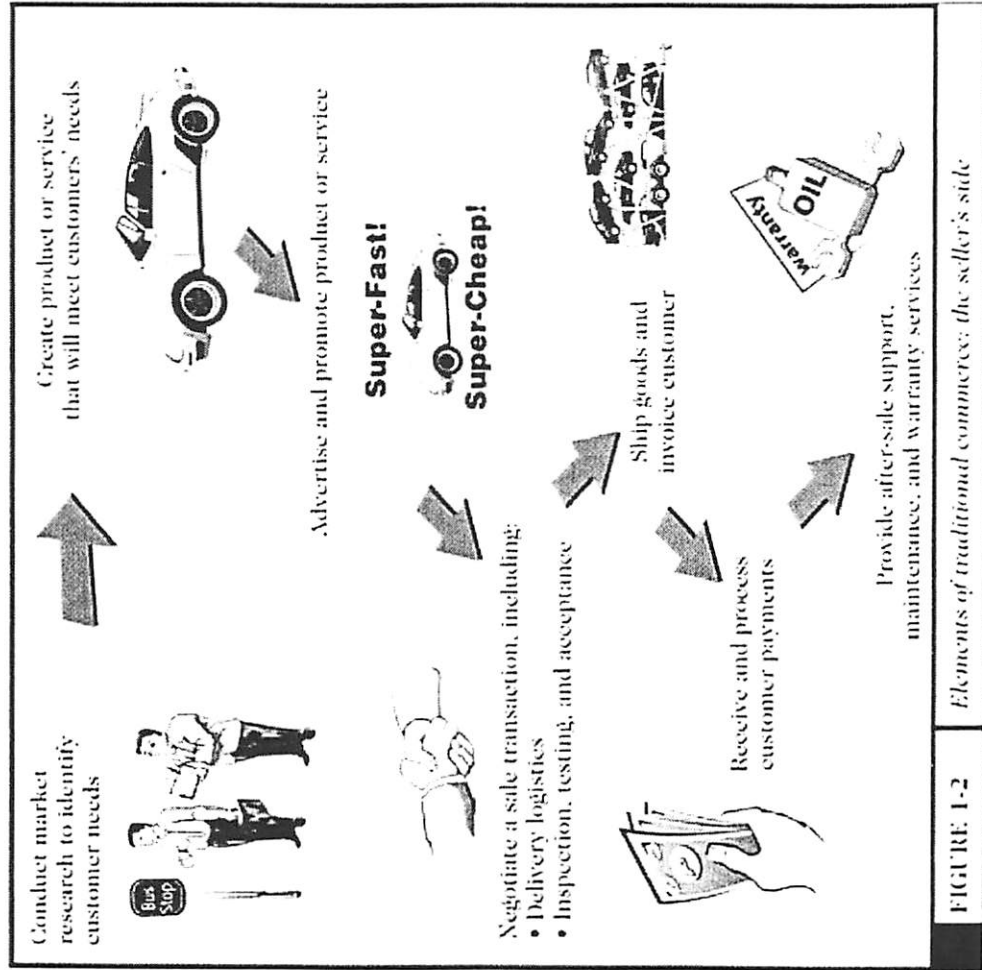


FIGURE 1-2

Elements of traditional commerce: the seller's side

Activities as Business Processes

④ The activities in which businesses engage as they conduct commerce are often referred to as Business Processes.

- ✦ Transferring funds
- ✦ Placing orders
- ✦ Sending invoices
- ✦ Shipping goods to customers

Traditional vs. Electronic Commerce

Figure 1-3

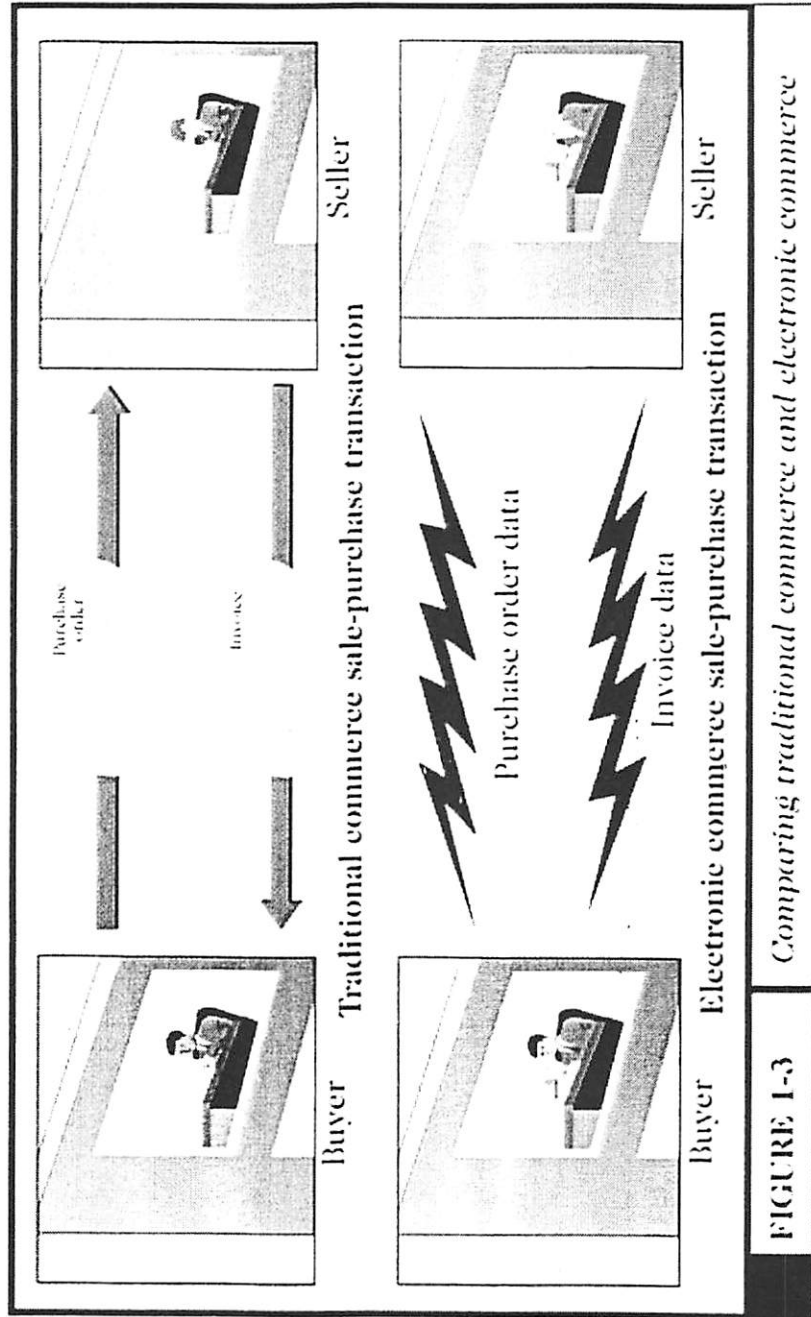


FIGURE 1-3 Comparing traditional commerce and electronic commerce

Business Processes Suitability

Figure 1-4

Business processes well-suited to:

Electronic commerce	Traditional commerce	Combinations of electronic and traditional commerce
Sale/purchase of books and CDs	Sale/purchase of high fashion clothing	Sale/purchase of automobiles
Online delivery of software	Sale/purchase of perishable food products	Online banking
Advertising and promotion of travel services	Small-denomination transactions	Roommate-matching services
Online tracking of shipments	Sale of expensive jewelry and antiques	Sale/purchase of investment and insurance products

FIGURE 1-4

Business process suitability to type of commerce

Advantages of Electronic Commerce

Increased sales

- ✦ Reach narrow market segments in geographically dispersed locations
- ✦ Create virtual communities

Decreased costs

- ✦ Handling of sales inquiries
- ✦ Providing price quotes
- ✦ Determining product availability

Disadvantages of Electronic Commerce

- ❑ Loss of ability to inspect products from remote locations
- ❑ Rapid developing pace of underlying technologies
- ❑ Difficult to calculate return on investment
- ❑ Cultural and legal impediments

International Electronic Commerce

🌐 Language barriers must be overcome

🌐 Political structures

✦ Currency conversion

✦ Tariffs and import/export restrictions

🌐 Legal, tax, and privacy concerns

✦ Who has jurisdiction to levy taxes?

✦ How is personal information handled?

The Internet and World Wide Web

1 The Internet is a large system of interconnected networks that spans the globe

2 The World Wide Web (WWW) is part of the Internet and allows users to share information with an easy-to-use interface

Origins of the Internet

- ☐ Developed by the U.S. Department of Defense in the early 1960s
- ☐ The world's telephone companies were early models for networked computers
- ☐ Researchers at universities were connected in 1969

New Uses for the Internet

E-mail

- ✦ The ability to send messages to one or many across the Internet

File Transfer Protocol (FTP)

- ✦ The ability to transfer data files from one computer to another

Telnet

- ✦ The ability to remotely logon to another computer

New Uses for the Internet

World Wide Web (WWW)

- ✦ The ability to access information using a common interface

Videoconferencing

- ✦ The ability to use video across the Internet for conferencing purposes

Multimedia

- ✦ The ability to use video, audio, and animations across the Internet

Commercial Use of the Internet

- During the 1980s, the National Science Foundation prohibited commercial network traffic on its networks
- In 1989, the NSF permitted MCI Mail and CompuServe to establish limited connections to the Internet
- By 1990, over 300,000 computers were connected to the Internet

Growth of the Internet and the Web

Figure 1-5

1

Hypertext Markup Language (HTML)

Ⓜ A language that uses codes attached to text

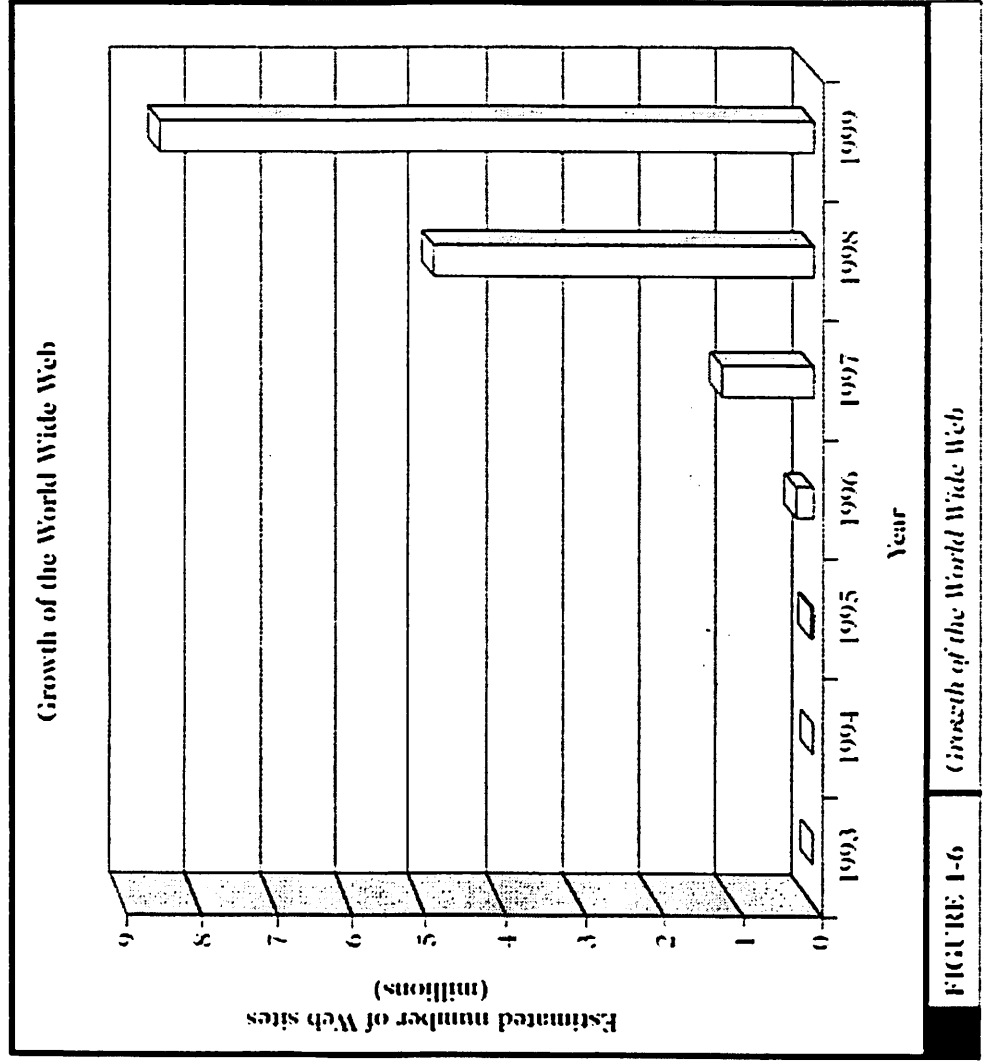
✦ ``

✦ `mail`

Ⓜ Hypertext links, or hyperlinks, allow the user to move from one HTML document to another on a different computer

Growth of the World Wide Web

Figure 1-6



Economic Forces and Electronic Commerce

Transaction Costs

- ✦ The total of all costs that the buyer and seller incur as they gather information and negotiate a purchase-sale transaction

The “Market”

- ✦ Potential sellers must come in contact with potential buyers
- ✦ A medium of exchange must be available

Transaction Costs

- ☐ Brokerage fees
- ☐ Sales Commissions
- ☐ Information search and acquisition
- ☐ Investment in equipment
- ☐ Hiring of skilled employees

Markets and Hierarchies

Figure 1-7

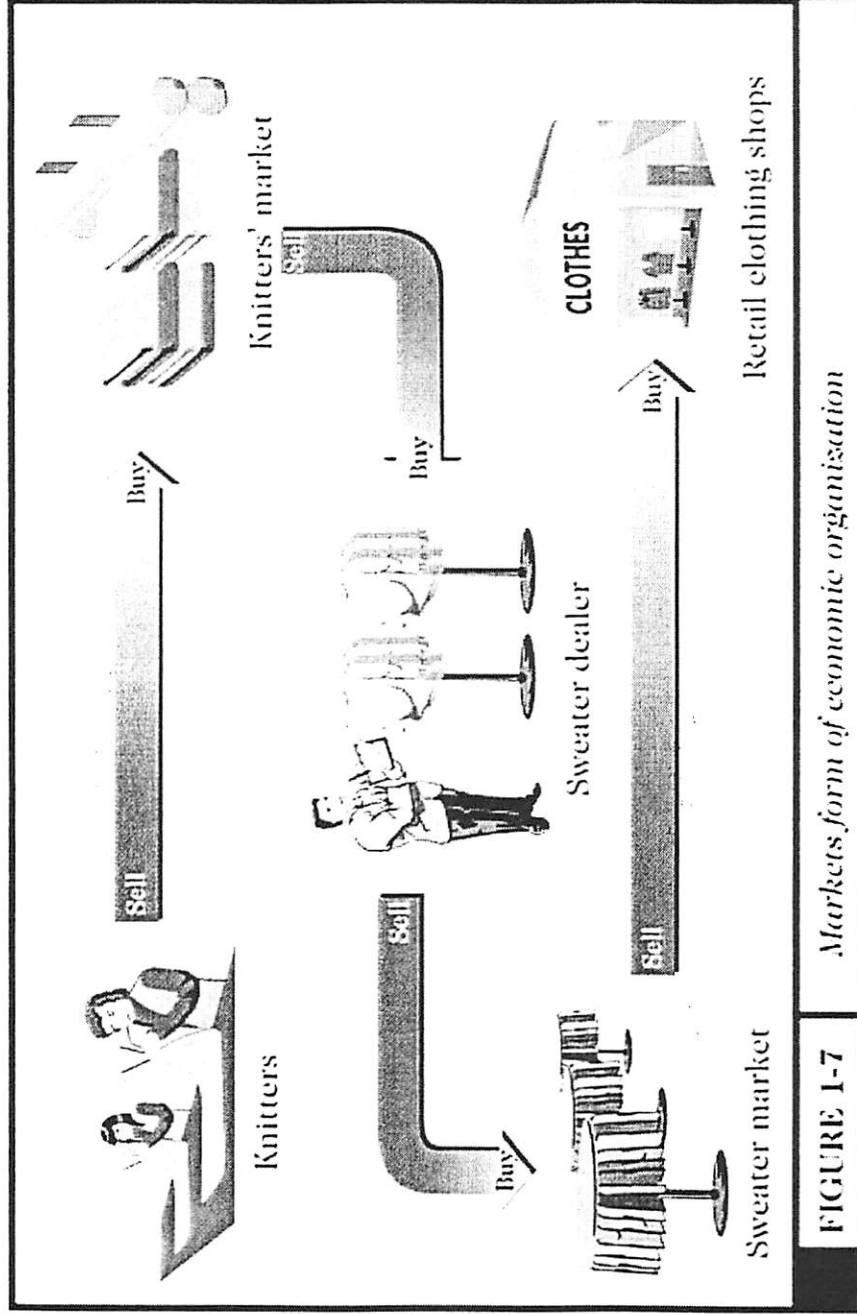


FIGURE 1-7 Markets form of economic organisation

Markets and Hierarchies

Figure 1-8

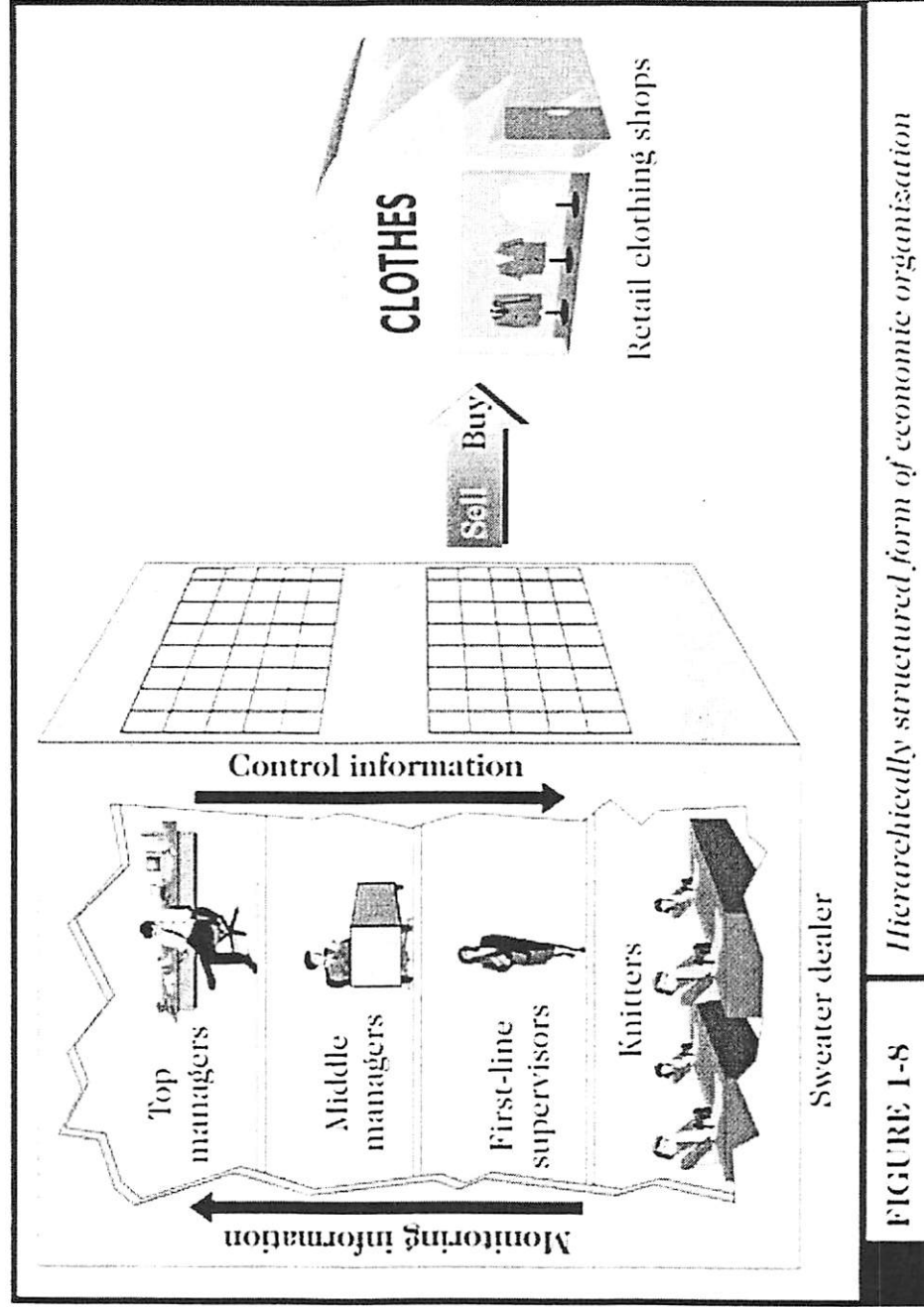


FIGURE 1-8 Hierarchically structured form of economic organization

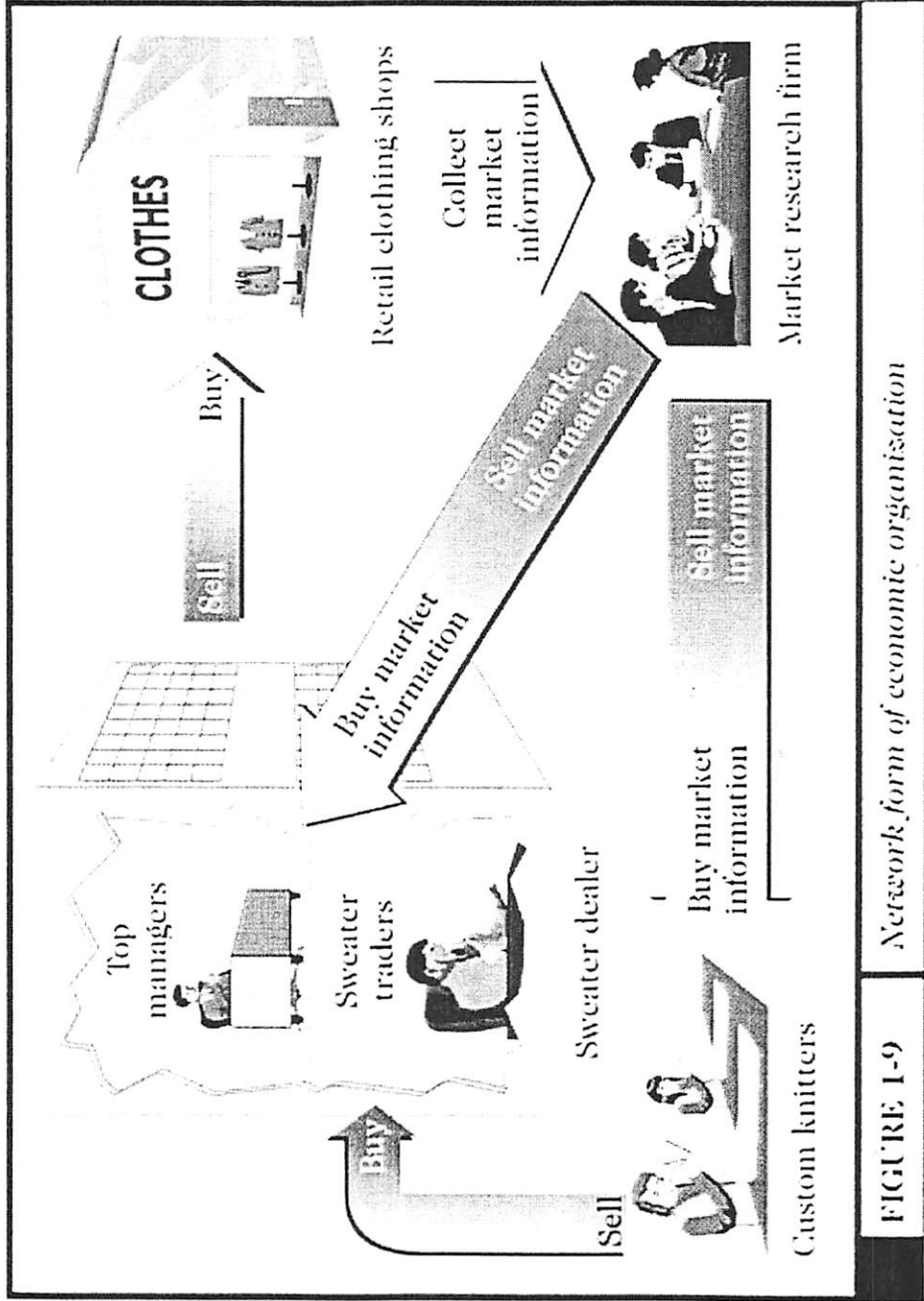
Role of Electronic Commerce

- ➊ Reduces transaction costs
 - ✦ Improves information flow
 - ✦ Increases coordination of actions
- ➋ Improvement of existing markets
- ➌ Creation of new markets

1

Network Form of Economic Organization

Figure 1-9

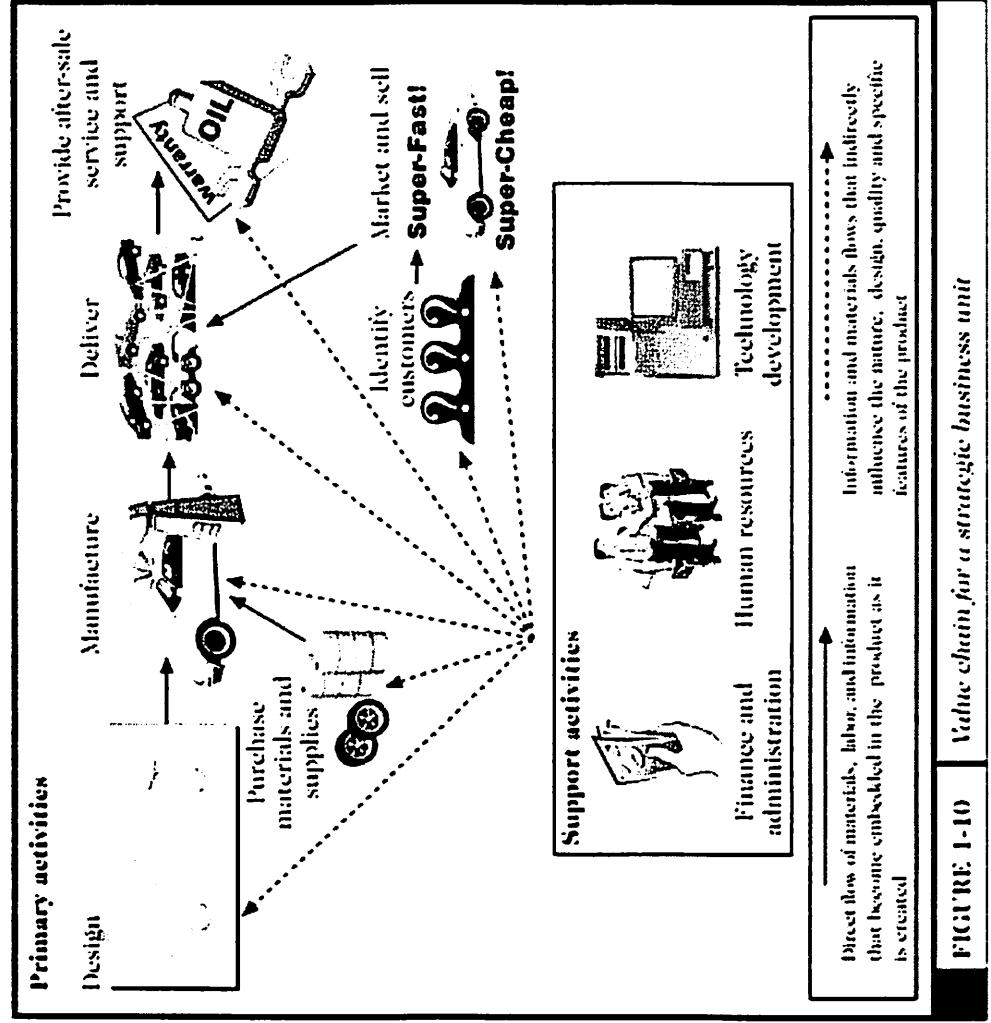


Value Chains in Electronic Commerce

I Defined as the way of organizing the activities undertaken to design, produce, promote, market, deliver, and support the products or services a business sells.

Strategic Business Unit Value Chains

Figure 1-10



Value Chain Primary Activities

Identify customers

- ✦ Market research, customer satisfaction surveys

Design

- ✦ Concept research, engineering, test marketing

Purchase materials and supplies

- ✦ Vendor selection, quality and timeliness of delivery

Value Chain Primary Activities

Manufacture

- ✦ Fabrication, assembly, testing, packaging

Market and sell

- ✦ Advertising, promotion, pricing, monitoring sales and distribution channels

Deliver

- ✦ Warehousing, materials handling, monitoring timeliness of delivery

Value Chain Primary Activities

- 1. Provide after-sale service and support
 - ✦ Installation, testing, maintenance, repair, warranty replacement, replacement parts

Value Chain Support Activities

Finance and administration

- ✦ Accounting, bill payment, borrowing, regulations, compliance with laws

Human resources

- ✦ Recruiting, hiring, training, compensation, benefits

Developing technology

- ✦ Research, development, improvement studies, maintenance procedures

Industry Value Chains

Figure 1-11

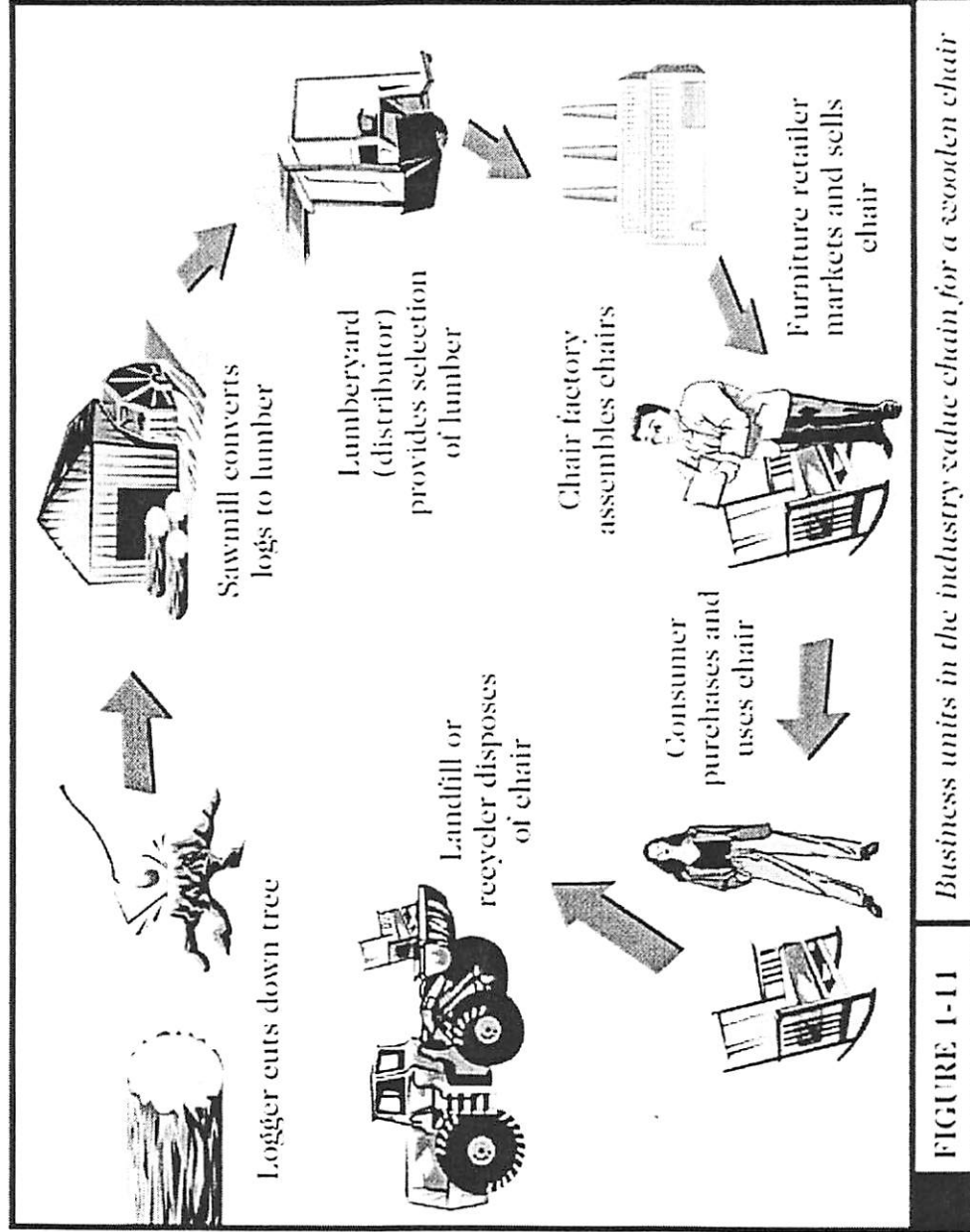


FIGURE 1-11 Business units in the industry value chain for a wooden chair

Role of Electronic Commerce

- ④ Reducing costs
- ④ Improving product quality
- ④ Reaching new customers or suppliers
- ④ Creating new ways of selling existing products

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Dear Sir or Madam:

Attached is a copy of my syllabus for a proposed distance learning course entitled IFMG 485 Electronic Commerce. The syllabus includes the official catalog description including prerequisites, objectives, course outline with three credit hours, evaluation methods, office hours, and grade scale. I have provided some time at the beginning of the course devoted to orientation to the technology and WebCT. I intend on spending a week on the technology orientation for the students making sure that they have the right software and hardware. If you have any suggestions or observations on the content or format of the course, please contact me at (724) 357-5944.

Sincerely,

James A. Rodger
MIS/Decision Sciences